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ABSTRACT

The Vocational Special Needs Support System is intended to identify students who are at risk of failing vocational and academic courses and prevent them from doing so. The system is designed to (1) identify these students' interests and aptitudes and assist them in selecting a high school program of study to match their career interests; (2) prepare teachers to recognize the students' interests and to coordinate instructional programs to meet students' individual needs; and (3) provide students with tutorial services for the purpose of remedial or repetitive instruction, if needed. The project was undertaken in the 1986-1987 school year to assist disabled, disadvantaged, and limited English proficient (LEP) students by developing their career awareness and preparation and coordinating the instruction they receive with their interests and aptitudes. The most successful part of the project was the remedial instruction, which was provided by three instructional aides. A total of 106 students were selected to receive assistance with instruction (74 LEP, 11 disabled, and 21 disadvantaged students) during the first year. A number of academic teachers at the school appeared willing to implement their part of the support system. Before any dramatic results can be obtained in the area of coordinating curricula and students' interests and aptitudes, however, the program will need to be in operation for a few more years. In addition, those teachers who have expressed an interest in the concept underlying the support system will need the full commitment and cooperation of the school's administration, vocational teachers, and curriculum department. (Appendixes include forms for student information, weekly information, and weekly objectives for vocational students.) (MN)

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PROJECT REPORT

VOCATIONAL SPECIAL NEEDS SUPPORT SYSTEM

BY

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Project Coordinator

Sponsored Cooperatively by

Texas Education Agency

and

Edgewood I.S.D.

June 30, 1987

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FIGURE

Vocational Special Needs Support System Service Cycle 14

VOCATIONAL SPECIAL NEEDS SUPPORT SYSTEM

The Vocational Special Needs Support System may be defined as a system created to keep special needs students, also known by the current term "at risk student", from failing vocational and academic courses and thereby assisting them to complete high school. The support system described in this report includes 1) identifying the student's interests and aptitudes and assisting the student to select a high school program of study to match career interests, 2) preparing teachers to recognize the student's interest and to coordinate instructional programs of academic and vocational instruction to meet the student's individual needs, and 3) providing the student with tutorial services for the purpose of remedial or repetitive instruction if needed.

The Vocational Special Needs Support System project for handicapped, disadvantaged and Limited English Proficient (LEP) students was implemented at the Memorial High School campus in the Edgewood School District during the 1986-87 school year. The project was designed to develop career awareness and preparation, vocational assessment coordination of instruction of basic academics, cooperative learning activities, and remedial or repetitive instruction for the vocational students identified as handicapped, disadvantaged or LEP students.

The Memorial High School population is mostly Hispanic (95+%) with a student population of 1,060 students at the beginning of 1986-87 school year. In the total student body there were 191 students identified as handicapped, 463 Limited English Proficient students and 95-97%

of the students were economically disadvantaged and received free school lunches. For the project, "disadvantaged" was defined as being two years behind grade level and eligible for free school lunches. These students fall into the category of "at risk" students who are very accurately described in DROPOUTS in America (1987) as follows:

> . . . picture a 16 year old on the verge of dropping out (of school). He's a grade or two behind in school. He has trouble reading English. No one has told him that he can he can be competent in school, that he can achieve. The workplace he believes--no matter how mistaken this belief--may be the only setting in which he can succeed, where he can establish his value, his status as a productive human being.
>
> Something more significant than money may be motivating youngsters: the hunger for an opportunity to demonstrate competency. Consideration of some of the major personal and institutional conditions that foreshadow the decision to drop out produces one theme that permeates virtually every element of intellectual and social endeavor: the deeply ingrained sense of personal failure, of individual worthlessness.
> (p.15-16)

When asked to describe the problems of the LEP, disadvantaged and handicapped students in vocational technical classes at Memorial High School, teachers involved in the project described seven problem areas. These problems along with the percentage of teachers selecting the item as being a problem are as follows:

Problem	% of Teachers Selecting
No confidence	100%
Inability to understand directions	79%
Unable to communicate	72%

Problem	% of Teachers Selecting
Low expectation level	72%
Low math skills	72%
Inability to use the English language	61%
Lack of information about careers	33%

These students are usually able to demonstrate competency in the vocational classes where they purse skills that will lead to employment goals. The concept of creating an interest in academic subjects particularly the basic subject of language arts, math and science, by utilizing the student's interest in vocational courses appears to be very appropriate for the high school student who is "at risk". Building upon this interest, for the purpose of teaching academic subjects, is a logical method for gaining the student's attention and for motivating the student. A number of academic teachers at Memorial High School are willing to implement this concept in their teaching objecttives. However, they will need the full commitment and cooperation of the administration, the vocational teachers and the curriculum department. They will also need some assistance in planning and developing curriculum. This report outlines the process recommended to implement the concept. The process has not been refined because of the many constraints met during the first year of the Vocational Special Needs Support System project and because acceptance and utilization of new concept and innovations take three to five years.

The Adoption Process of Innovations. The adoption of the process of utilizing the student's interest in his/her vocational subject for the purpose of improving teaching techniques in academic subjects requires that changes be made in instruction of both vocational education and academic education. The study of this adoption process at Memorial High School in the Edgewood School District can be related to the three and one-half year study of innovation adoption in educational institutions completed at The University of Texas in 1974 (Hall). The adoption process is complex and the variables that impede or facilitate the adoption are numerous. As teachers progress through the adoption process their interest begins with personal concerns and personal needs or motivations which are apt to be self-oriented (the amount of paper-work, time constraints, etc.). Through inservice, training and experience, teachers' concerns then shift to the task of teaching, until ultimately they develop more impact-related-concerns when they consider what impact the innovation will have on students and the school. Table I from the University of Texas study outlines the stages of concern and the typical expressions of concern about the innovation.

When the teacher or faculty decides to adopt the innovation, they progress through seven levels of use.

0 None-Use

State in which the user has little or no knowledge of the innovation, no involvement with the innovation and is doing nothing toward learning about the innovation.

TABLE I: Stages of Concern and Typical Expressions

Stage of Concern	Expressions of Concern
Unaware	I don't know anything about it (the innovation)
Awareness	I have heard about the innovation, but I don't know much about it.
Exploration	How much of my time would use of this innovation take?
Early Trail	I seem to be spending all my time in getting material ready for students
Limited Impact	I can now see how this innovation relates to other things I am doing.
Maximum Benefit	I am concerned about relating the effects of this innovation with what other instructors are doing.
Renewal	I am trying a variation in my use of the innovation that looks like it is going to result in even greater effects.

Level I Orientation

State in which the user has acquired or is acquiring information about the innovation and/or has explored or is exploring its value orientation and its demands upon him and the user system.

Level II Preparation

State in which the user is preparing for first use of the innovation.

Level III Mechanical Use

State in which the user focuses most of his effort on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use which are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.

Level IV Independent Use

A. Routine

Use of innovation is stabilized. Few If any changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences.

B. Refinement

State in which the user varies the use of the innovation to increase the impact on his clients (students) within his immediate sphere of influence. Variations are based on knowledge of both short and long term consequences for clients (students).

Level V Integration

State in which the user is combining his efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of infuence.

Level VI Renewal

> State in which the user reevaluates the quality of use of the innovation, seeks major modifications of or alternatives to present innovation to achieve increased impact on clients (students), examines new developments in the field, and explores new goals for himself and the system.

In reviewing the past year's efforts to introduce the adoption of utilizing the student's interest in vocational education in academic subjects, and in assessing the disequilibrium that has resulted as a natural matter of course the Memorial teachers involved are at Level I. It is of interest to note that the time necessary for successful innovation adoption in education institutions (period of disequilibrium) is not one or two semesters but <u>three to five years</u> (Hall, Phases in the Adoption of Educational Innovations in Teacher Training Institutions, p. 40)

It is even more noteworthy to observe that academic teachers are interested in the process, largely due to the difficulty of reaching the majority of students in their classes, the ever-increasing drop-out rate and the drug and substance abuse problem. This interest comes at a time when teachers have just been forced to accept the "innovation" of House Bill 72 which was introduced by decree. Therefore, the introduction of this innovation of tying students academic instruction to vocational interests has been relatively well received at the Memorial Campus.

Project Goals and Objectives

The project goals and objectives along with the results and accomplishments of the project and the evaluation procedures and findings are outlined in the table on pages 8 thru 10 . The project objectives are from the original proposal which was submitted to the Texas Education Agency.

TABLE II
OBJECTIVE, RESULTS/ACCOMPLISHMENTS, EVALUATION

Goal: To develop a vocational special needs support system for handicapped, disadvantaged and limited English Proficient (LEP) students enrolled in vocational education classes at Memorial High School and to develop a Guidelines for Implementation of such a system

Objectives	Results/Accomplishments	Evaluation
1. Design and develop a support system of activities to assist handicapped, disadvantaged and LEP students who are enrolled in vocational education	Created a center in a mobile unit next to the vocational shops to house the support staff of the project	An on-going evaluation by project staff of activities was conducted on an informal basis weekly.
	Employed three instructional aides to provide tutorial assistance, remedial instruction, vocational assessment, and career education activities	An advisory committee met to evaluate the program and provide recommendations for the program improvement.
	Employed a part time clerical aide to type reports, student activities and to maintain files.	A consultant was employed to provide an informal evaluation with recommendations for program improvement.
	Enlisted vocational teachers, special education teachers and compensatory teachers to participate in the program at Memorial High School	Records were kept of services provided to students and a summary of student performance with services provided was compiled (VOCATIONAL SPECIAL NEEDS PROJECT: Summary of Student Contacts 1986-87) There were no significant increases in scores between the first and second semester.
	There were 106 students selected to receive assistance with instruction (74 LEP students, 11 handicapped students, 21 disadvantaged students)	
	The Ohio Vocational Interest Survey was administered to all of the students in T & I classes and homemaking classes.	Results of the Ohio Vocational Interest Survey were given to the students and filed in the permanent record folders.
8 Career Awareness and preparation for entry into vocational education programs will be made available to all 8th grade students in the Elgiwood District	An interest inventory (COPS) and aptitude test (CAPS) was administered to all 8th grade students. Students were provided with information about careers, introduced to vocational courses in the district, and assisted with four year high school plans.	Student programs for high school were based on interest and aptitude testing completed for 8th grade students.

OBJECTIVES	RESULTS/ACCOMPLISHMENTS	EVALUATION
Vocational assessment to identify interests abilities, and special needs of students served by the proposed Vocational Special Needs Support System.	Interest inventories and aptitude testing was conducted for the purpose of counseling students served by the project. Also, 50 students were referred for job placement for summer jobs with Project SEF.	Vocational inventories were administered to all students in the T & I classes and home-making classes. Aptitude testing was conducted for a number of students involved in the project and are recorded in the Summary of Student Contacts presented to the principal.
Coordination of instruction of basic academics (provided by compensatory and special education teachers) with vocational education instruction.	Activities are recorded	Program was evaluated as successful based on the interaction achieved to deliver services to the 100 students enrolled in the project.
Provision of assistance to special needs learners through helping teachers, teacher aides, peer tutors, interpreters and/or cooperative learning activities in vocational education classes.	The assistance to students was delivered by the activities of the instructional aides and is described.	
Provision of remedial or repetitive instruction for students enrolled in vocational programs.	The instruction was delivered by the instructional aides and is described in this report in sections entitled "Cordination of Instruction of basic Academics" and Personnel Development" Peer tutoring was available to all students at Memorial High School, as well as tutors who were available after school.	
Conduct an ongoing evaluation of the effectiveness of each activity with redirection when needed and final evaluation to enable the development of a quality support system.	An advisory committee met to provide recommendations for the program. Weekly staff meetings were held to evaluate activities of the staff. Teachers provided informal evaluation and recommendations. Students' input was solicited on an informal basis.	

	OBJECTIVES	RESULTS/ACCOMPLISHMENTS	EVALUATION
3.	The Edgewood School District agrees to become a pilot site for exemplary support system for other districts in the state to visit.	A video presentation of the project and slides were developed. The district was open to visitation; however, no persons visited during the project period other than representatives from the Texas Education Agency	Video presentation evaluated by project consultant and staff as well as advisory committee members.
4.	Develop a "Guidelines for Developing a Vocational Support Systems for Special Needs Students" was written.	Report entitled VOCATIONAL SPECIAL NEEDS SUPPORT SYSTEM: Memorial High School, Edgewood I.S.D. 1986-87, submitted to the Texas Education Agency and Advisory Committee members.	Report well received by advisory committee.

Career Awareness and Preparation

A conceptualized process for evaluating career interest and vocational aptitudes of high school students and then building an instruction program around these interests and aptitudes will be described in the following paragraphs. Many of the activities were conducted in the Edgewood schools during the past school year, but much yet remains to be done if the academic and vocational classes are to meet the needs of the "at risk" students.

Career planning should be the foundation for planning high school courses for students. However, with expanded awareness, students may change career goals; therefore, continued evaluation of career interests during high school is recommended. Project activities included the administration of career interest inventories and aptitude tests for all 8th graders in the district and career interest inventories for the targeted population.

Edgewood career counselors administered an interest inventory, the COP System Interest Inventory, to the 8th grade Occupational Information classes. This inventory yields a profile for fourteen career cluster areas. An aptitude test, the CAPS (Career Ability Placement Survey), which is a complementary inventory to the COPS was also administered to these classes. The CAPS yields information regarding mechanical reasoning, spatial relations, verbal reasoning numerical ability, language usage, word knowledge, perceptual speed and accuracy, and manual speed and dexterity. The interest profile

and aptitude information was filed in students' permanent record file and referred to by the counselors as they assisted the student in making a four year high school plan. This information provides a much more valid placement in available vocational education courses in high school and should also be utilized by the academic teachers for individual assignments in basic classes. It is recommended that an interest inventory and aptitude test be administered again in the sophomore year and that the student's high school plan again be reviewed after these instruments are administered.

Career awareness for the "at risk" student is extremely important. The "at risk" student may not have parents who serve as good role models for employment, and parents' knowledge of employment may be limited to lower level jobs. Therefore, visits to various potential businesses and interaction with employees and employers is recommended. Field trips out of the neighborhood are essential, as well as outside speakers who are often invited into the classrooms to talk to students about careers and career choices. A district-wide College Fair/Career Night was held at Memorial High School for all secondary school students in the Edgewood District. Career activities are emphasized, because it is felt that the students need all the exposure to careers and opportunities that they can possibly get.

Vocational Assessment

Vocational assessment of any student might include results of an interest survey, results of any ability testing (such as the Otis-

Lennon), reading and math skills (as measured by the yearly achievement tests), manipulative abilities testing, spatial relations abilities, a summary of any work experience, either volunteer or paid and comments of teachers and/or employers. The information should be collected and analyzed by a counselor, diagnostician or psychologist who can evaluate the information and translate it into potential employement training and skills.

Difficulty in collecting the information is often encountered in the school system since the information may not all be accumulated in the permanent folder of the student. Cooperation of the registrar, counselors, and administration is needed to facilitate data collection.

The evaluation process includes vocational appraisal, data collection, the case summary with recommendations and counseling. As a result of a comprehensive vocational evaluation, an individual career plan would be developed by objectives in academic and/or vocational classes. The flow chart on the following page depicts the evaluation process on the left and the instructional process on the right. Occupational placement could be an experimental part of the instructional process (i.e., distributive education or other related employment experiences) or placement could be the ultimate goal of the vocational and academic instructional program.

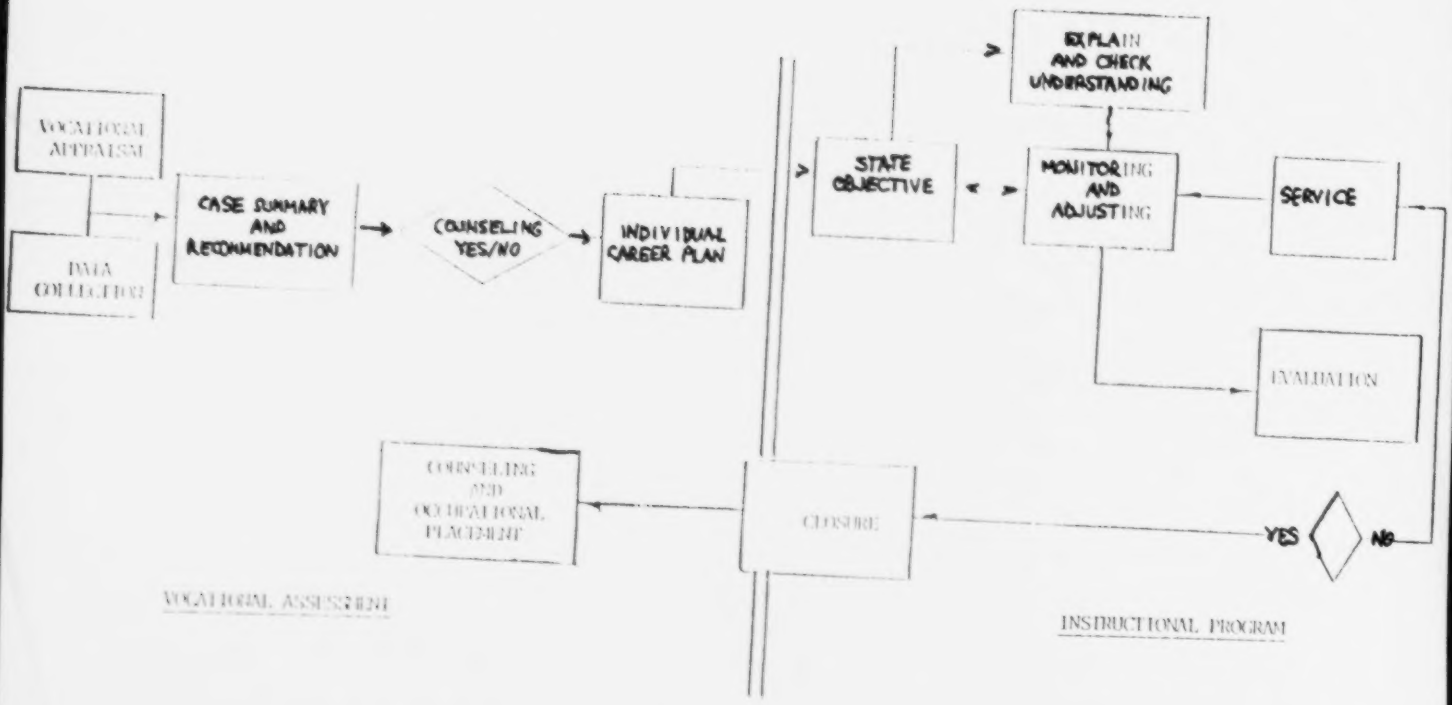

Figure 1

VOCATIONAL SPECIAL NEEDS SUPPORT SYSTEM SERVICE CYCLE

Coordination of Instruction of Basic Academics

Enriching learning experiences for "at risk" students by introducing vocational materials in compensatory classes of language arts, mathematics and science is a new approach to providing relevant instructional content. The assumption is that curriculum development using vocational concepts in compensatory classes of language arts, mathematics and science will stimulate the student's interest in these subject areas. This approach may be one effective method for closing the educational gap for the disadvantaged student and focusing on the high dropout rates among Hispanic students, thus addressing key objectives in the Long-Range Educational Plan for Texas Public Education.

In a paper presented at the Texas Education Agency Annual Mid-Winter Superintendents Conference on January 28, 1987, A. Harry Passow, Professor of Education at Teachers College, Columbia University, stated that "most reform reports of the 1980's as did earlier reports of the 1970's either ignore the disadvantaged or make an assumption that they do not differ from other students." He goes on to say that "the basic concept of compensatory education is to design curricula, instructional strategies, educational resources and school climates which will stimulate both affective and cognitive development. Simply recommending that school personnel get tougher, stiffen academic demands and crack down on discipline problems without dealing with the pedagogical/curricular/personnel innovations needed is tantamount to advising... schools to "try harder and do better". New curricular and pedagogic

strategies, different settings, a nurturing and supportive environment, may alleviate the problems of such students."

The key to coordination between vocational and compensatory teachers is communication and the support of the building principal. Communication takes place only if teachers meet together to become familiar with the other areas of instruction. After scheduling information sessions with the faculty of Memorial High School and meeting after school with teachers in scheduled conferences, it became obvious that these types of meetings did not cause the exchange of ideas that need to take place. Finally, breakfast meetings were planned for five weeks on Tuesdays, with teachers invited to participate on a volunteer basis. These meetings proved to be successful especially for the academic teachers who expressed a willingness to introduce the vocational concepts in compensatory academic classes. Some vocational teachers (especially Trades and Industry teachers) were more reluctant to participate in the cooperative instructional arrangement. These vocational teachers felt that their instruction was unique, and there was very little that the academic teachers could do to help them teach the concepts and textbook materials. They will need assistance in identifying vocational materials that can be taught in academic classes and in communicating this information to the academic teachers. Inservice will be necessary to identify the mechanics of communicating with academic teachers.

Personnel Development

One of the main objectives for the Vocational Special Needs Program was to implement a personnel development program to cause the effective sharing of instruction between vocational education and academic classes. Beside presentations of the program and its objectives to the faculty of Memorial High School, two workshops were held, offering advanced academic credit. Also, a series of informal breakfast meetings were held to facilitate better communication between academic and vocational teachers. These meetings are summarized in this report.

Dr. Harry Fullwood, a special education teacher-trainer, from East Texas State University served as a consultant for the project. Dr. Fullwood assisted in conducting the two advanced academic training workshops and in evaluating the progress of the project. Dr. Fullwood also assisted the staff in making changes in the delivery system of the tutorial services to students, and served in a consultative capacity meeting with the advisory committee, the Memorial High School principal, and teachers involved in the project.

Two workshops were held for teachers during the project on December 13, 1986, and March 14, 1987. The purpose for the workshop was to provide academic and vocational teachers with skills to assist students to successfully complete vocational-technical courses in high school. Workshop goals, objectives and activities are presented in the format on the following pages.

TABLE III

WORKSHOP -- December 13, 1986

TITLE OF WORKSHOP: A Team Approach to Assisting Handicapped, Disadvantaged and Limited English Proficient Students Attain Salable Skills 12/13/86

Goal: To increase skills of teachers of handicapped, disadvantaged and limited English Proficient students in areas of 1) communication techniques, 2) the team process of planning the individualized educational program, and 3) classroom and behavior management and techniques. Skills will be applied toward assisting students in successfully completing vocational-technical courses.

Objectives	Activities	Materials	Time	Evaluation
1. Teachers will become proficient in two way communication skills	1.1 Presentation by Dr. Harry Fullwood on the principals of communication Source Receiver Message Channel 1.2 Presentation by Dr. Harry Fullwood on the transactional analysis model Transaction:Sender → Receiver 1.3 Teachers participate in two Way talking	Handouts developed from Two Way Talking with Parents of Special Children by Kinn, Winn, and Walters. Published by Mosby Co. 1978 Handout on communication process Handout on Transactional Analysis	8:00 - 9:30	A pre and post questionnaire will cover the following: Communication Transactional Analysis Individual Educational Planning The Curley Syndrome Communication with parents Interest Inventories
2. Teachers will identify and discuss the team members responsibilities for the individual educational planning process	Presentations and group interaction 2.1 Review of diagnostic materials and role they have had in the planning process: Dr. Joan Jernigan 2.2 Learn to use the student's career interest inventory in planning for education: Dr. Joan Jernigan 2.3 Identify the roles of teachers and aides as members of the team, and the responsibilities that accompany the roles 2.4 Learn to "pull it all together"--organize the team to put the plan in motion	Handouts on the diagnostic process The Ohio Vocational Interest Survey Instrument and its interpretation	10:00 - 12:00	
3. Teachers will identify behavioral management techniques	3.1 Presentation and discussion of reinforcers and how they work 3.2 Presentation on the Curl Syndrome 3.3 Presentation and discussion of the parent as a manager of behavior	Handouts on the Curley Syndrome	1:00 - 3:30	

TABLE IV

WORKSHOP -- March 14, 1987

TEAM PLANNING FOR HANDICAPPED, DISADVANTAGED AND LIMITED ENGLISH PROFICIENT STUDENTS 3/14/87

Goal: Teachers of Handicapped, Disadvantaged and Limited English Proficient students will be able to identify students' vocational goals, the planning that should be conducted to assist students to make the transition from school to work, and the expectations of the world of business.

Objective	Activities	Materials	Time	Evaluation
1. Workshop participants will identify methods vocational teachers employ to teach entry level skills	Presentation by Gail Smith, Home Economics Cooperative teacher, Memorial High School Video tape of the project	Video tape of the project	8:00 - 9:00	Participants will discuss methods of vocational educators for teaching entry skills
2. Workshop participants will be able to identify goals of compensatory classes, and methods of communicating student outcomes between vocational and academic classes	Presentation by Texas Education Agency consultant, Sandra Nichols, Compensatory Education	Handouts from Sandra Nichols (see Appendix A)	9:00 - 10:00	Participants will determine methods for coordinating classes with other teachers
3. Workshop participants will be able to discuss elements of the transition from school to work, and expectations of employers	Presentation from panel of speakers: Pamela Solitaire, 70,001 Agency Janice Coleman, Alamo PIC Bob Salvatore, S.A. Building and Construction Harry Fullwood, ETSU	None	10:15 - 11:30	Discussion by participants
1. Participants will be able to list ways to form a team approach to assist students in meeting career goals	Dr. Harry Fullwood, East Texas State University -- presentation and group work	Outline for discussion	12:30 - 3:15	Participants will state methods for effecting a team approach

Remedial or Repetitive Instruction

The most successful part of the project at Memorial High School was the instructional support provided by the three instructional aides. The three aides were well qualified (all three had degrees, but no teaching certificates) and they became very involved with students and their programs of study. A support center was created in a remodeled mobile unit that was near the vocational classes. The unit was large enough to accommodate all three instructional aides with space for them to work with students in small groups or singly.

The instructional aides tried various arrangements with students. At first they worked with students individually in the vocational classrooms, but the teachers were uncomfortable with this arrangement and the students felt they were being singled out as "dummies," and began to resent the assistance offered. Students were carefully selected according to the guidelines of Limited English Proficient (LEP), disadvantaged and handicapped. Teachers sometimes complained that these students were not always the ones "who needed the help," and felt that because the students were not failing, that they did not need assistance from the instructional aides.

The instructional aides were directed to consult with the math and English teachers, to inquire about student performance in these classes. The academic teachers recognized the value of the supportive services offered and began to refer the students in groups or individually to the mobil unit, called the Tutor-mobil. This worked

out very well, since each aide was assigned about 45 students and soon became well acquainted with the student's needs. They were able to help the students in Math and English as well as vocational courses. Referral of the students to the Tutor-mobile did not carry the stigma of being sought out in class and students themselves often asked to be referred to the aides for assistance.

The instructional aides administered the interest inventories, the manipulative tests and obtained information from the registrar's office about grades. They were responsible for summarizing the information for the vocational appraisal and referred about 50 students for employment through the Project SER agency. They were able to offer remedial instruction in basic skills, tutorial instruction in vocational competencies and individualized instruction in the vocational classroom. They also ordered additional materials which they used as supplementary materials for academic and vocational classes.

It is strongly recommended that aides provide such services for students in projects of this nature. They maintain the link between vocational and compensatory classrooms and provide the students with invaluable assistance.

Recommendations

Because of the time needed to implement the concept of integrating materials from Vocational courses into basic content areas, it is suggested that the project be extended for an additional three years. This first year has served as the time needed to introduce the concept to the teachers at Memorial High School. Recommendations for the next three years are presented in the following paragraphs.

The second year (1987-88) it is recommended that vocational teachers work only with language arts or English teachers. It is also recommended that they select only one class, the introductory class or the first year vocational class because of the preparation time needed to identify vocational concepts which could be taught in academic classes. The building principal, the Director of Vocational Education, and the Vocational Counsultants would then coordinate efforts to conduct activities described in the following outline.

1. Conduct inservice for vocational teachers to prepare for an integrated curriculum with language arts and English teachers (five days in August)
    a. Select the introductory or first year class who will receive services
    b. Review forms designed to faciliate the integrated curriculum activities
    c. Identify concepts and written materials that could be taught in language arts or English classes and develop materials

2. Conduct a two day inservice in August with vocational and language arts/English teachers.
   a. Become familiar with terminology used in both (vocational and academic) areas of instruction that have a common foundation.
   b. Discuss activities conducted in both areas of instruction
   c. Identify activities from language arts/English that can be used to reinforce reading, writing or verbal skills in vocational education classes.
   d. Introduce materials developed by vocational teachers to be taught in language arts or English classes.
   e. Review technical manuals and technical vocabulary that can be incorporated into language arts or English classes.
3. Schedule three meetings during the school year for the the purpose of developing lesson plans or reviewing plans together.
4. Plan joint activities
   a. Assignment of writing and reading exercises that are tied to the vocational skill area
   b. Vocational teachers can make notes of student problems in reading and writing and share with the language arts and English teachers

c. Plan field trips or speakers for students to gain more generic information about employment (i.e., how to apply for jobs, types of jobs available in San Antonio, what employers expect)

The third year (1988-89) the math and science teachers could be included and the vocational teachers could also add another vocational class--either the first year students (if the introductory class was selected previously) or the second year students. Math teachers could help develop math concepts from vocational material, or adapt published material (see Appendix B). Inservice described in the second year activities would be continued.

The fourth year (1989-90) vocational teachers would include all of the vocational classes and review and revise materials. After the system is in place, continued use with on-going revision of materials would become a matter of course. Inservice described in the second year activities would be continued to reinforce the system and acquaint new teachers with the activities and materials.

Cooperative Learning Activities

Some activities are generic to all vocational education courses and could easily become part of the curricula of the English or language arts class. The activities might include:

Writing applications for employment

Writing a letter of application

Developing a resume

Ordering supplies and equipment

Developing a simulated interview experience

Writing a letter to a customer explaining problems related to repair or other services

Studying vocabulary from vocational classes

With some creative planning, many other activities related to both vocational education and English or language arts classes can be developed. Using the video equipment to make recordings of people employed in various occupations has been a very successful activity of an English class in a school in San Antonio. Written assignments, such as themes, couls be developed from vocational education subject areas. Jointly planned field trips are strongly recommended. Field trips can be arranged when a class scheduled before or after lunch takes the trip and uses the lunch period for the extended time needed. If planned several weeks in advance, the cafeteria will prepare sack lunches for the group.

The Competency Profile with all of the information that vocational teachers complete about each student, including the check list of all job competencies and essential elements for all vocational programs, would be information that could be shared with the academic teachers. this information would allow the academic teacher to grasp the scope of the student's vocational program and thus the academic

teacher could better assist the student. An example of the Competency Profile (Auto Body Repairer) is included in Appendix C.

Textbooks from all vocational education classes should be placed in the teachers' lounge for the use of the academic teachers to examine for background information. Any other arrangements of this nature which would facilitate the cooperative learning activities should be implemented.

In summary, the findings are that a support program such as the one conducted at Memorial High School in the Edgewood District is very beneficial for students, but the program will need to be in operation for a period of two to three years before expected positive results can be discerned.

APPENDIX

Form 1: Student Information Form

Form 2: Teachers Receiving Weekly Information

Form 3: Weekly Objectives for Vocational Student

Form I: Student Information Form

The Student Information Form is needed to obtain information about each student at the beginning of each semester. This form is needed to obtain information about academic classes, class periods, and teachers. It is also needed to obtain the address and telephone number of the student for the purpose of contacting parents, or contacting the student during an absence. The age and birthdate is needed for various reports.

STUDENT INFORMATION

Student's Name:_____ I.D.#_____

Address:_____

Age:_____ Birthdate:_____ Telephone#_____

Class Schedule:

Class Period	Course	Teacher

Form 2: Teachers Who Receive Weekly Instructional Information

Form 2 is used to determine which teachers are to receive information about weekly vocational instruction. This is a planning form to be used by the vocational education teacher. The form lists students by teacher, subject and periods.

VOCATIONAL CLASS: _____ Class Period: _____

TEACHER: _____ Semester _____

Teacher/English	Student	I.D.	Subject	Period

Form 3: Weekly Objectives for Vocational Student:

_____
(Name of Student)

This form provides information for the academic teacher regarding the weekly objectives the student should master in the vocational class. This form can also be shared with the student and will provide for an individualized approach to the vocational subject.

WEEKLY OBJECTIVES: _____
(Vocational Course)

STUDENT NAME: _____

WEEK OF: _____

Learning Objectives

1. _____

_____

2. _____

_____

3. _____

_____

Vocabulary

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

Textbook Assignment: Pages _____

_____

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